

## LEXINGTON MIDDLE

702 North Lake Drive  
Lexington, South Carolina 29072

**GRADES** 6-8 Middle School

**ENROLLMENT** 1,500 Students

**PRINCIPAL** Jeffrey F. Caldwell 803-359-6169

**SUPERINTENDENT** Dr. Karen C. Woodward 803-951-8363

**BOARD CHAIR** Ms. Kay P. Coker 803-892-3227

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	1	0	0	0

#### IMPROVEMENT RATING:

**GOOD**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

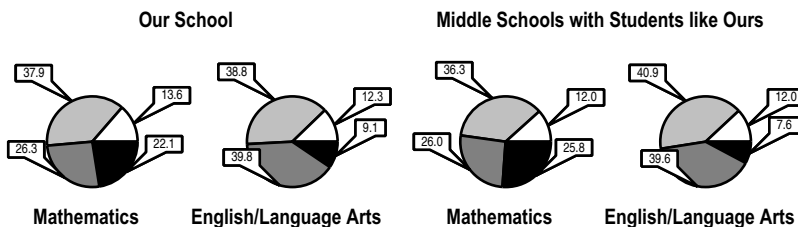
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




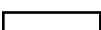
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Excellent	Good	N/A
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Excellent	Good	No
<b>2004</b>			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
<b>Number of surveys returned</b>	84	490	241
<b>Percent satisfied with learning environment</b>	97.6%	79.8%	90.4%
<b>Percent satisfied with social and physical environment</b>	95.1%	83.3%	65.7%
<b>Percent satisfied with home-school relations</b>	93.9%	87.5%	83.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	1,496	99.9	12.3	38.8	39.8	9.1	48.9	17.6
Gender								
Male	740	99.9	17.4	42.8	34.3	5.6	39.9	17.6
Female	756	100.0	7.5	35.0	45.1	12.4	57.4	17.6
Racial/Ethnic Group								
White	1,319	99.9	10.1	38.3	41.7	9.9	51.6	17.6
African-American	127	100.0	36.2	39.7	22.4	1.7	24.1	17.6
Asian/Pacific Islander	26	100.0	15.4	42.3	34.6	7.7	42.3	17.6
Hispanic	19	100.0	6.7	66.7	26.7	N/A	26.7	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	1,360	100.0	8.3	39.3	42.5	9.9	52.4	17.6
Disabled	136	99.3	57.5	33.6	8.8	N/A	8.8	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	1,496	99.9	12.3	38.8	39.8	9.1	48.9	17.6
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	1,492	99.9	12.1	38.8	40.0	9.1	49.1	17.6
Socio-Economic Status								
Subsidized meals	228	99.6	29.0	48.5	21.0	1.5	22.5	17.6
Full-pay meals	1,266	100.0	9.5	37.2	43.0	10.3	53.3	17.6

Mathematics								
All students	1,496	100.0	13.6	37.9	26.3	22.1	48.5	15.5
Gender								
Male	740	100.0	15.3	35.7	24.5	24.5	49.0	15.5
Female	756	100.0	12.1	40.0	28.1	19.9	47.9	15.5
Racial/Ethnic Group								
White	1,319	100.0	11.2	37.6	27.6	23.5	51.2	15.5
African-American	127	100.0	41.9	41.0	11.1	6.0	17.1	15.5
Asian/Pacific Islander	26	100.0	3.8	26.9	38.5	30.8	69.2	15.5
Hispanic	19	100.0	13.3	53.3	20.0	13.3	33.3	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	1,360	100.0	9.8	38.6	27.8	23.8	51.6	15.5
Disabled	136	100.0	56.5	29.6	10.4	3.5	13.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	1,496	100.0	13.6	37.9	26.3	22.1	48.5	15.5
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	1,492	100.0	13.6	37.8	26.4	22.2	48.6	15.5
Socio-Economic Status								
Subsidized meals	228	100.0	33.8	43.8	14.9	7.5	22.4	15.5
Full-pay meals	1,266	100.0	10.3	36.9	28.3	24.6	52.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	348	N/A	17.2	25.9	39.1	17.8	56.9
	Grade 7	531	N/A	5.5	34.5	48.6	11.4	60.0
	Grade 8	524	N/A	8.5	35.7	40.9	14.9	55.8
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	386	100.0	16.9	35.5	29.9	17.7	47.6
	Grade 7	539	100.0	11.3	37.8	46.1	4.8	50.9
	Grade 8	571	99.8	10.2	42.0	40.7	7.2	47.9
Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	348	N/A	21.3	39.8	21.9	17.0	38.9
	Grade 7	531	N/A	17.0	32.4	22.1	28.6	50.7
	Grade 8	524	N/A	18.0	42.1	24.0	15.9	39.9
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	386	100.0	13.9	31.3	31.3	23.5	54.8
	Grade 7	539	100.0	16.0	32.9	24.4	26.7	51.1
	Grade 8	571	100.0	11.3	47.0	24.8	17.0	41.8

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 1,500)				
Students enrolled in high school credit courses (grades 7 & 8)	29.6%	Down from 47.1%	46.8%	14.4%
Retention rate	1.4%	Down from 1.8%	1.6%	2.3%
Attendance rate	96.3%	Down from 97.0%	96.5%	95.2%
Eligible for gifted and talented	14.6%	Down from 20.2%	36.5%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.9%	Up from 7.7%	9.0%	14.1%
Older than usual for grade	2.0%	Up from 1.7%	1.8%	4.9%
Suspended or expelled	1.3%	Up from 0.5%	1.0%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 101)				
Teachers with advanced degrees	49.5%	Down from 51.5%	51.0%	47.1%
Continuing contract teachers	92.1%	Down from 92.9%	84.1%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.8%	Up from 85.3%	86.3%	84.3%
Teacher attendance rate	93.9%	Down from 95.0%	95.1%	95.0%
Average teacher salary	\$42,670	Up 0.6%	\$40,346	\$39,924
Prof. development days/teacher	9.9 days	Up from 8.9 days	10.7 days	10.7 days

School				
Principal's years at school	10.0	Up from 9.0	5.0	3.0
Student-teacher ratio	24.5 to 1	Up from 23.8 to 1	24.4 to 1	21.0 to 1
Prime instructional time	89.6%	Down from 90.8%	90.0%	88.9%
Dollars spent per pupil*	\$5,508	Up 3.7%	\$5,326	\$5,854
Percent spent on teacher salaries*	66.6%	Up from 63.7%	62.0%	62.0%
Opportunities in the arts	Excellent	No change	Excellent	Good
Parents attending conferences	98.9%	Up from 98.4%	99.0%	94.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Dear Parent/Guardian:

The 2002-2003 school year was the 25th anniversary of Lexington Middle School, and we had another successful year. Our School Improvement Council again provided valuable input as we struggled with severe budget cuts for the current and upcoming school year. The council took a leadership role in contacting legislators and volunteering for committee positions that dealt with governmental relations. Once again our parent organization proved vital to the success of LMS. Through their efforts, we were able to award more than 30 grants for teachers to use to enhance their classroom instruction. Also, they were a tremendous support financially through a very difficult budget year.

Lexington Middle School earned an "Excellent" rating on the School Report Card for the second consecutive year, and we again earned Palmetto Gold Award status. LMS was one of only 16 middle schools statewide to receive this award. We had 187 seventh graders to qualify to take the SAT through the Duke University Talent Identification Program and 146 eighth graders qualified as Junior Scholars, which is an historical high for LMS. We also have nine teachers who earned the distinction of being National Board certified.

Last year we noted that our math scores on PACT were an area of concern. Because of this concern, we implemented 20 after-school classes aimed at addressing specific weaknesses in all three grade levels. Also, a program was developed by one of our teachers that was designed to assist parents and students with learning styles, test preparation and results, and study skills. An extensive review of both ELA and math standards, along with information about different instructional methods was used in the classroom. Many parents and students attended the five-week-long program, and it was a tremendous success.

While our PACT test results remain strong, we are still concerned with some of the results, especially in math. LMS has reorganized the instructional day for next year in an effort to address areas of weakness. Teachers will provide 70 minutes of instruction daily in each of the four core academic subjects. It is our belief that additional time in math, science, and social studies will assist us in improving the quality of instruction and will have a positive impact on our PACT results.

Lexington Middle School has a rich heritage of superb students and parents. It is with sincere appreciation that we thank everyone for the dedication and support they have provided our school.

Jeffrey F. Caldwell, Principal

Dr. Ed Mintz, Chair, School Improvement Council

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.